

DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Lubbock Independent School Program of Lubbock, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on instructional materials and resources for materials.

(SK)

ERIC

Project # 219
Lubbock, TEXAS

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 074872

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

- Initial Proposal
- 2nd Year Continuation Second Year data verified by Project # 219
- 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

Although Project Director checked items on the first four pages of Content Analysis Schedule, the rest of the schedule had no corrections or additional information when it was returned from the project.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Project B.E.S.T
 Bilingual Education Applied Research Unit
 Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 219

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess

Date 6/30/71

0.2 Name of Project Bilingual Elementary Education Program

0.3 Address of Project Lubbock Independent School Program

0.4 1628 19th Street
Lubbock, Texas 79411

0.5 STATE

0.5 25

- | | | |
|---------------|------------------|--------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | <u>25</u> -Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 0

2.3 Prior bilingual program involved:

- 1-early childhood (pre K + K)
- 2-elementary students (grades 1-6)
- 3-secondary students (grades 7-12)
- 0-not specified

2.3 0

2.4 Source of prior bilingual program funding:

- 1-local
- 2-state
- 3-foundation
- 4-university
- 5-federal (specify)
- 6-other (specify)

2.4 0

2.5 1 CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 1

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

- 1-early childhood (pre K + K)
- 2-elementary students (grades 1-6)

2.6 1, 2

0.4 1628 19th Street
Lubbock, Texas 79411

.05 STATE

0.5 25

- 1-Alaska
- 2-Arizona
- 3-California
- 4-Colorado
- 5-Connecticut
- 6-Florida
- 7-Guam
- 8-Idaho
- 9-Illinois
- 10-Indiana
- 11-Louisiana
- 12-Maine
- 13-Massachusetts
- 14-Michigan
- 15-Montana
- 16-New Hampshire
- 17-New Jersey
- 18-New Mexico
- 19-New York
- 20-Ohio
- 21-Oklahoma
- 22-Oregon
- 23-Pennsylvania
- 24-Rhode Island
- 25-Texas
- 26-Utah
- 27-Vermont
- 28-Washington
- 29-Wisconsin
- 30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 0

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 0

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.4 0

2.5 CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.6 1, 2

2.7 Source of concurrent funding, if cooperating with Title VII program:
1-local 4-federal (specify)
2-state 5-other (specify)
3-university 6-foundation support

2.7 1

2.8 Total Title VII grant (first year only)

2.8 \$ 151,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

2.9 6,899

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Texas Tech. University
0-none

3.0 1

4.0 SCOPE of PROJECT

- 4.1 Numbers of schools involved in Title VII program:
 1-one 4-four 0-not specified
 2-two 5-five
 3-three 6-other

4.1 3

- 4.2 Total number of students in program
 A. First year
 B. Second year
 C. Third year

4.2 A
 B 235
 C 227

- 4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
<u>K</u> -Kindgtn	<u>5</u>
PSK	<u>100</u>

TOTAL NO. students PS and K

Grade	Number of Classes	4.3 PSK
7-grade 7		A
8-grade 8		B
9-grade 9		C
B TOTAL students gr. 7-9		

<u>1</u> -grade 1	<u>5</u>
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A <u>135</u>	TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

- 4.4 1-All classes graded inf E '69
 2-All classes ungraded
 3-Some classes ungraded
 If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

- 5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
 (Circle any information which is inferred and write INF.)

	I Non-English Dominant	English Dominant	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT <u>203</u>	II E-Dom - NEMT	NE dom I N-EMT	<u>203</u> <u>86</u>
2. Total English Mother-Tongue		II ₂ E-Dom - EMT <u>32</u>	E dom NEMT II ₁	<u>32</u> <u>14</u>
I Total Non-English Dominant: <u>203</u>		II Total English Dominant: <u>32</u>	Total E-Dom II = II ₁ + II ₂	<u>32</u> <u>14</u>

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool		7-grade		A
<u>K</u> -Kndgtn	<u>5</u>	8-grade		B
PSK	100	9-grade		C
TOTAL NC. students PS and K		TOTAL students gr. 7-9		

<u>1</u> -grade 1	<u>5</u>	10-grade 10	
2-grade 2		11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A. <u>135</u> TOTAL students gr. 1-6			

4.4 1-All classes graded *inf E:69* 4.4 1
 2-All classes ungraded
 3-Some classes ungraded
 If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%	
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 203	II E-Dom - NEMT	NE dom I N-EMT	203	86	
2. Total English Mother-Tongue		II ₂ E-Dom - EMT	E dom NEMT II ₁			
		32	E-Dom EMT II ₂	32	14	
I Total Non-English Dominant:	203	II Total English Dominant:	32	Total E-Dom II = II ₁ + II ₂	32	14

KEY:

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each: page 3

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		
A2 Cherokee	A2		
A3 Other (specify)	A3		
A TOTAL No. of American Indian A			

Americans of other ethnic backgrounds:

B1 Mexican-American	B1	203	86%	
B2 Puerto-Rican	B2			
B3 Cuban	B3			
B4 Other Spanish-American (specify)	B4			
B TOTAL No. of Spanish-speaking Americans	B			
C Portuguese-American	C			
D Franco-American	D			
F Chinese-American	F			
G Eskimo	G			
H Russian	H			
J Other	J			

I TOTAL number of N-EMT target students 203 86%

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	NS	E1	32	14%
E2		E2		

II TOTAL number of EMT students other than target population 32 14%

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

Dominant language	Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.4 0

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent				
	not spec.	No.	not spec.	only listening spec.	speaking ability		
Number	%	No.	%	No.	%	No.	
English		32		14			

B1 Mexican-American	B1	203	86	%
B2 Puerto-Rican	B2			%
B3 Cuban	B3			%
B4 Other Spanish-American (specify)	B4			%
B TOTAL No. of Spanish- speaking Americans	B			%
C Portuguese-American	C			%
D Franco-American	D			%
F Chinese-American	F			%
G Eskimo	G			%
H Russian	H			%
J Other	J			%

I TOTAL number of N-EMT target students 203 86 %

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	NS	E1	32	14	%
E2		E2			%

II TOTAL number of EMT students other than target population 32 14 %

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

(specify)		Different Native Language	Number	Per Cent
Dominant language				
1-English				
2-Spanish				

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent						
	Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability	
						No.	%	No.	%
E	32	English	14	-					
A		American Indian							
A1		Navajo							
A2		Cherokee							
A3		Keresan							
A4		Other (spec.)							
B	203	Spanish	86	-					
C		Portuguese							
D		French							
F		Chinese							
G		Eskimo							
H		Russian							
J		Other (spec.)							

- 5.6 Recruitment of Students: 5.6 0
- 0 - not specified
 - 1 - English Mother Tongue and Non-English Mother Tongue Students are required to participate in a bilingual program
 - 2 - Only N-EMT are required to participate in EMT's participation is voluntary
 - 3 - Both EMT and N-EMT participation is voluntary
 - 4 - Students selected according to some criteria of project (in addition to language)
- 5.7 Proportion of EMT pupils in project area: see Chart C 5.7 67%
n.s. - not specified on the chart
- 5.8 Community Characteristics (mark all that apply) 5.8 2
(% if more than one category, indicate percent for each)
- 1 - inner city-ghetto, barrio %
 - 2 - major city 100 %
 - 3 - small city, town or suburb %
 - 4 - rural, farm %
 - 5 - other (specify) reservation %
- 5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 90%
(indicate specific percent of low SES)
B. Average family income, if mentioned B. n.s.
n.s. - not specified
- 5.10 Socio-economic status of EMT participating students 5.10 n.s.
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified
- 5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1
- | | | |
|-----------------|-------------------|------------------|
| | I for N-EMT group | II for EMT group |
| 1 was made | <u>X</u> | <u>X</u> |
| 2 will be made | <u> </u> | <u> </u> |
| 0 not mentioned | <u> </u> | <u> </u> |
- 6.2 If a sociolinguistic survey was or will be made, 6.2 I 1, 2
mark all groups included: II 1, 2
- | | | |
|--------------------|---------------|---------------|
| | I N-EMT | II EMT |
| 1 parents | <u>X</u> | <u>X</u> |
| 2 children | <u>X</u> | <u>X</u> |
| 3 teachers | <u> </u> | <u> </u> |
| 4 community | <u> </u> | <u> </u> |
| 5 others (specify) | <u> </u> | <u> </u> |

PLIC'71

- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication. e.g. specify extent descriptively: never, sometimes, always 6.3 (A) 1
(B) 1
(C) 1



- 5.8 Community Characteristics (mark all that apply)
 (% if more than one category, indicate percent for each)
- 1 - inner city-ghetto,barrio %
 - 2 - major city 100 %
 - 3 - small city, town or suburb %
 - 4 - rural, farm %
 - 5 - other (specify) %
 reservation

5.8 2

- 5.9 A. Socio-economic status of N-EMT participating students
 (indicate specific percent of low SES)
- B. Average family income, if mentioned
 n.s. - not specified

5.9 A. 90%
 B. n.s.

- 5.10 Socio-economic status of EMT participating students
 (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified

5.10 n.s.

- 5.11 Proportion of migrant students in project
 (Indicate specific percent)
 n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey:
- | | | |
|-----------------|-------------|-----------|
| | I for | II for |
| | N-EMT group | EMT group |
| 1 was made | <u>X</u> | <u>X</u> |
| 2 will be made | _____ | _____ |
| 0 not mentioned | _____ | _____ |

6.1 I 1
 II 1

PIIC'71

- 6.2 If a sociolinguistic survey was or will be made,
 mark all groups included:

6.2 I 1,2
 II 1,2

- | | | |
|-------------|----------|----------|
| | I N-EMT | II EMT |
| 1 parents | <u>X</u> | <u>X</u> |
| 2 children | <u>X</u> | <u>X</u> |
| 3 teachers | _____ | _____ |
| 4 community | _____ | _____ |
| 5 others | _____ | _____ |
| (specify) | _____ | _____ |

- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers)
 will be determined by the extent each language is used in different domains
 through various means of communication.
 e.g. specify extent descriptively: never, sometimes, always

6.3 A 1
B 1
C _____

USE NON-ENGLISH LANG.

USE ENGLISH

DOMAINS:

- 1 Home
- 2 Church
- 3 School
- 4 Work
- 5 Socializing
- 6 Neighborhood
- 7 film-TV-radio
- 8 Magazines, news
- 9 Others
 (specify)

	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others								
(specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I NA
II _____

	I	II	
1-inferred by use of surname	N-EMT	EMT	
2-established by formal testing of students			
3-assessed by informal means (specify how)			
4-not mentioned how language dominance was determined			

6.5 Sociolinguistic Survey (check all that apply) 6.5 NO
 An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
 1-yes
 0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 NO
 1-yes
 0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 NO
 1-yes
 0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NO
 1-yes
 0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
 1-will not be assessed
 2-will be assessed, method not specified
 3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NS
 0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> Language dominance not specified | (if any information is not specified, cross out that heading and complete the |
| 2. <input checked="" type="checkbox"/> Mother tongue not specified | |
| 3. <input type="checkbox"/> not specified whether monolingual or bilingual | |



which serves as a single system of communication for a group of people).

- 1-yes
- 0-no

Sociolinguistic survey includes items covering:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no 6.6 NO
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no 6.7 NO
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no 6.8 NO
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____ 6.9 N.S.
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned 6.10 N.S.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:
(indicate non-English language in each box)

- 1. Language dominance not specified
 - 2. Mother tongue not specified
 - 3. not specified whether monolingual or bilingual
- (if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
III ₁ E Dom NEMT	N=	N=

A Total Number Monolingual
B Total Number Bilingual

10

Total Number of Teachers
N 10

7.1

	No.	%
I A	_____	_____
I B	_____	_____
II A	_____	_____
II B	_____	_____
III ₁ A	_____	_____
III ₁ B	_____	_____
A	_____	_____
B	<u>10</u>	<u>100</u>
N	<u>10</u>	_____

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. Language dominance not specified
 2. Mother tongue not specified
 3. Not specified whether monolingual or bilingual
- (If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual	7.2	No.	%
I N-E Dom N-EMT		10	I A	10	100
II E Dom EMT			I B	—	—
			II A	—	—
			II B	—	—
II E Dom 1 N-EMT			II ¹ A	—	—
			II ¹ B	—	—
			1	—	—
			A	—	—
			B	10	100
			N	10	—
A Total Number Monolingual	—				
B Total Number Bilingual		10			
			N Total Number of aides or paraprofessionals		
			10		

p. 63 C'70 see Xerox
p. 6 C'70 7.3 0

7.3 Language(s) used by bilingual program teachers:
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 0
(Mark all that apply)

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by

II E Dom
EIT

II E Dom
1 N-EIT

II A 10 100
 II B _____
 II A _____
 II B _____
 1 A _____
 B 10 100
 N 10

A Total Number
Monolingual

B Total Number
Bilingual

N Total Number
of aides or
paraprofessionals

10

10

p. 63 C'70 see Xerox
p. 6 C'70 7.3 0 6a

7.3 Language(s) used by bilingual program teachers:
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 0
(Mark all that apply)

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
			*						

0-not specified

*Priority will be given to those who are Mexican-American native speakers of Spanish who come from target area.

C'70 p.63 see Xerox 6a

Question 7.2
TEACHERS

62

Responsibility

The teacher will be responsible for the total instructional program in the classroom as well as delegating responsibility to the aide in regard to her duties in the classroom.

The teacher will be expected to participate in preservice and service education programs to increase her teaching competency, with special emphasis upon knowledges and skills needed in bilingual education. The teacher is responsible for participating in and

giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--

Miss ~~Amelia~~ has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss ~~Amelia~~ has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience-- (continued)

Mrs. ~~Amelia~~ has completed nineteen years of successful teaching

giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--

Miss [redacted] has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss [redacted] has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience--(continued)

Mrs. [redacted] has completed nineteen years of successful teaching experience. She taught first grade for fourteen years, high school Spanish for two years, and three years in the primary grades in an elementary school in which all pupils were Mexican American. She taught two summers in the preschool program for non-English speaking children and three summers in the Head Start program. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. [redacted] has completed the requirements for a bachelor of science degree in elementary education and a teaching certificate in elementary education. She completed some college courses in Spanish. She participated in a preschool orientation conference in May of 1969 and visited bilingual programs in McAllen, Edinburg, and Laredo, Texas, in the summer of 1969.

Mrs. [redacted] has had two years of successful teaching experience in the primary grades in the Lubbock Public Schools. She has had four years experience in the Head Start program in Lubbock. The pupil population in the Head Start program is similar in age and ethnic makeup to the bilingual program. She is currently teaching in the bilingual preschool project in Lubbock.

7.6 Selection of N-EMT teachers from local community
 0-not specified

7.6 No. page %
 2 2 67

Number of N-EMT program teachers from local community
 and % 67 of total N-EMT teachers.

7.7 Number and Proportion of teachers and aides of same
 cultural background as N-EMT students:
 indicate specific percent on the blank, or

7.7 No. %
 NS

if specified descriptively,

- A = teachers 1-few
- B = aides 2-some
- 3-many
- 4-most
- 5-more than half
- 0-not specified

7.8 Teacher Qualifications - Training and experience prior to project
 (Indicate number of teachers with each qualification, 7.8 7, 17 if given)

no.'s
 10/10

See
 Xerox
 6a

- n.s.-qualifications not specified
- 0-previous courses not specified
- 1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
- 2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
- 3. previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps) competence
- 4. previous teaching in local area/live in the community
- 5. courses in N-EMT language structure and usage/ linguistics or FL training
- 6. courses in N-E literature/ or literacy in Spanish
- 7. must be bilingual
- 8. any previous education through N-EMT/content of courses learned through N-EMT
- 9. courses in teaching ESL/audio lingual approach
- 10. courses in methods of teaching N-EMT language/language development
- 11. courses in methods of teaching content (e.g. math) in N-EMT
- 12. certification in ESL/or experience teaching ESL
- 13. certification in teaching N-EMT
- 14. cross cultural courses
- 15. courses in the cultural heritage, values, deep culture of N-EMT or travel
- 16. other qualifications, specify

7. Bilingual
 17. Elementary Teachers Certificate

8.0 STAFF DEVELOPMENT

8.1 A 4
 B 4

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
 and /or paraprofessionals in the following areas: Teachers professionals
 (mark all that apply)

- n.s.-Training indicated, but nature not specified
- 1-English as their second language
- 2-The teaching of English as a second language
- 3-X as their second language
- 4-The teaching of X as a second language
- 5-Methods of teaching other academic subjects
- 6-Methods of teaching other academic subjects

5-more than half
0-not specified

See
Xerox
6a

7.8 Teacher Qualifications - Training and experience prior to project no.'s
(Indicate number of teachers with each qualification, 7.8 7, 17 10, 10
if given)

- n.s.-qualifications not specified
- 0-previous courses not specified
- 1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
- 2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
- 3. previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
- 4. previous teaching in local area/live in the community coll-
petence
- 5. courses in N-EMT language structure and usage/ linguistics or FL training
- 6. courses in N-E literature/ or literacy in Spanish
- 7. must be bilingual
- 8. any previous education through N-EMT/content of courses learned through
- 9. courses in teaching ESL/audio lingual approach N-EMT
- 10. courses in methods of teaching N-EMT language/language development
- 11. courses in methods of teaching content (e.g. math) in N-EMT
- 12. certification in ESL/or experience teaching ESL
- 13. certification in teaching N-EMT
- 14. cross cultural courses
- 15. courses in the cultural heritage, values, deep culture of N-EMT or
- 16. other qualifications, specify travel

7. Bilingual
17. Elementary Teacher's Certificate

8.0 STAFF DEVELOPMENT

8.1 A 4
B 4

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

- n.s.-Training indicated, but nature not specified
- 1-English as their second language
- 2-The teaching of English as a second language
- 3-X as their second language
- 4-The teaching of X as a second language
- 5-Methods of teaching other academic subjects
- 6-Methods of teaching other academic subjects in X language

8.2 Stated goals of teacher training are: 8.2 I 18
II 18 Students
I N-EMT II EMT

- 1-Understanding of socio-cultural values and practices of
- 2-Cross-cultural training
- 3-Sensitivity to ethnocentrism and linguistic snobbery
- 4-Awareness of the social-emotional development of
- 5-Strategies for accomodating the different learning styles of
- 6-Strategies for cognitive development of
- 7-Strategies for reinforcing the self-esteem of
- 8-Methods of cross-cultural teaching or teaching the bicultural component
- 9-Formulation of pupil performance objectives
- 10-Methods of evaluation of pupil performance objectives

List specific courses if given (or Xerox and attach)

18- Development of teachers and teacher's aides

8.3 Methods of Teacher Training: (Mark all that apply)

8.3 3

- 1-courses
- 2-experiential, teaching supervised by master teacher
- 3-workshops where teachers offer suggestions to each other
- 4-use of video-tapes of teachers for feedback: on how they are doing
- 5-cross-cultural sensitivity training, t-groups
- 6-interaction analysis (e.g. Flanders system)
- 7-other (specify)

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0-not mentioned

8.4 1 (inf) (70 p.35)

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned
How? (specify) _____

8.5 0

8.6 Paraprofessional's role:

8.6 2, 3

- 1-teaching whole class C '70 p. 20; 26
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component
how? _____
- 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) A for teachers B for aides

8.7 A 5, 9
B 5, 9

- 0-not specified _____
- 1-University faculty _____
- 2-project's Master Teachers _____
- 3-project's teachers _____
- 4-other (specify) _____
- 5-curriculum specialist X

9. consultants
C'70 p.35

8.8 Number and Proportion of personnel giving teacher training who are:

	no.	%
1	<u>NS</u>	___
2	___	___
3	___	___

- 1-bilingual
- 2-bicultural
- 3-N-ELT (specify background)

8.9 Training is provided:

8.9 2

- 1-during a summer session
- 2-during the academic year
- 3-other (specify)

8.10 Extent of training:

8.10 A NS
B5 _____

- B (indicate no. of hours)
- A 1-approximately equivalent to a college course 5 _____ weekly
 - 2-more than one course 6 _____ monthly
 - 3-less than one course 7 _____ bi-monthly
 - 4-other (specify) _____

8.11 Number and Proportion of teachers attending training:

8.11 NS

- or: if specified descriptively, indicate:
- 0-not specified
 - 1-100%
 - 6-most
 - 7-many

pg. 85
C'70
See Kekox
8a

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2, 3

- 1-teaching whole class C '70 p. 20; 26
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component
how? _____
- 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 5, 9
(mark all that apply) A for teachers B for aides B 5, 9

- 0-not specified _____
- 1-University faculty _____
- 2-project's Master Teachers _____
- 3-project's teachers _____
- 4-other (specify) _____
- 5-curriculum specialist _____
- 9-consultants C '70 p. 35

pg 85 C'70

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 NS
no. %
1 NS _____
2 _____
3 _____

See Xerox 8a

- 1-bilingual
- 2-bicultural
- 3-N-EMT (specify background)

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 NS
B (indicate no. of hours)
B5 _____

- A 1-approximately equivalent to a college course 5 _____ weekly
- 2-more than one course 6 _____ monthly
- 3-less than one course 7 _____ bi-monthly
- 4-other (specify) _____

8.11 Number and Proportion of teachers attending training: 8.11 NS
or: if specified descriptively, indicate:
no. %

- 0-not specified
- 1-100%
- 2-more than 75%
- 3-50-74%
- 4-25-50%
- 5-1-24%
- 6-most
- 7-many
- 8-few
- 9-other (specify) _____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 2, 6

- 0-not mentioned
- 1-to N-EMT language or dialect
- 2-to N-EMT students - expectations of achievement
- 3-to N-EMT culture
- 4-prior to participation in bilingual project
- 5-after project training
- 6-after participation for a period of time in project
- 7-through a questionnaire
- 8-other (specify) _____

C'70 p34 see Xerox 8b

LINGUAL PROCEDURES

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS 5 teachers, 5 aides,
1 curriculum specialist E. PROGRAM OBJECTIVES:

PROCESS

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
<p>1.1 The curriculum specialist will direct two inservice meetings related to evaluation techniques, scoring, and application.</p>	<p>September May</p>	<p>Curriculum Specialist</p>	<p>Curriculum specialist will report test sessions techniques, applications of strategies, and recommendations for testing devices.</p>
<p>1.2 Curriculum specialist and other consultants will conduct monthly inservice sessions related to pronunciation, reading in first grade in both languages, and oral language in content areas. Continued development of professional and paraprofessional staff is scheduled. The graduate program for the development of kindergarten teachers at Texas Tech University will be utilized to provide training in general preschool operation and techniques. Multi-disciplinary input is planned for professional development. University consultants in music, art, sociology, and linguistics will provide enrichment, understanding, and technique to the programs. Inservice seminars for paraprofessionals are planned as problem solving situations. The aides will receive training in use of media and materials, operation of equipment, pupil management techniques, child development, and interpersonal relations. Small group activity on a rotating</p>	<p>October March</p>	<p>Program Evaluator</p>	<p>Program evaluator will report feedback directly to curriculum specialist regarding changes.</p>

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS 5 teachers, 5 aides, 1 curriculum specialist E. PROGRAM OBJECTIVES: Development of skilled bilingual staff committed to involvement in program.

PRODUCT

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
<p>b. providing linguistic exercises to develop appropriate oral pronunciation in both Spanish and English. Criteria will include increasing complexity of exercises, special practices, and student participation.</p>	<p>Bi-monthly</p>	<p>Curriculum Specialist</p>	<p>Teachers will construct oral dialogues in both languages and in group meetings decide which are most profitable and appropriate.</p>
<p>1.3 Reflecting a positive attitude toward the Mexican American child, toward teaching in Spanish and toward other children from low-income homes.</p> <p><u>Teachers' Attitudes</u></p>	<p>August May</p>	<p>Evaluator</p>	<p>Project evaluator will administer a semantic differential inventory constructed to elicit positive, negative and neutral attitudes related to bilingual education. Reports will be scored and compared by the Chi Square statistic for positive items and report made to project director by July 1, 1971.</p>

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply) 10.2 Staff:
- 0-not specified 1-team teaching 2-cluster teaching 3-shared resource teacher 4-other (specify) _____
- 1-bilingual teacher 2-ESL teacher 3-bilingual coordinator 4-aides or paraprofessionals 5-consultant psychotherapist or guidance counselor 6-other (specify) _____
- 8- liaison worker 10- graphic artist 18- testing specialist
- 10.1 1 10.2 1, 4, 8, 10, 18
- 10.3 Average number of pupils per class: 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 0-not specified
- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually 2-in small groups 0-not specified
- by: 3-teacher 4-special remedial teacher 5-paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help given
- 10.3 n.s. 10.4 1 10.5 1 10.6 n.s.

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy) I II II₁
- N-EMT language will be maintained in program: (mark all that apply)
- 0-not specified how long
- 1-as the alternative language of learning for as long as desired
- 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
- 11.1 I 3 II NS II₁ NA
- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
- 11.2 NS

- 0-not mentioned if for a particular number of years:
- 1 2 3 4 5 6 7 8 9 10 11 12 13

10.3 Average number of pupils per class: 10- graphic artist 10.3 11.5
 0-not specified 18- testing specialist

10.4 Average number of aides or paraprofessionals per class: 10.4 1
 0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 10.5 1
 0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 N.S.
 1-individually by: 3-teacher
 2-in small groups 4-special remedial teacher
 0-not specified 5-paraprofessional
 6-parent tutor
 7-older student tutor
 8-peer tutor
 9-not specified
 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II₁
 N-EMT language will be maintained in program: I E DOM E DOM E DOM
 (mark all that apply) NEMT EMT NEMT
 0-not specified how long
 1-as the alternative language of learning for as long as desired
 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
 11.1 I 3
 II NS
 II₁ NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 NS
 0-not mentioned
 if for a particular number of years:
 1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")
 -1 =
 -2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K-14
 code: C= N.A. (if no EMT) II K-14
 13= 14= III NA
 for each group N.A. Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
 I E DOM
 II E DOM
 II₁ E DOM/NEMT

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: 00 0 not grades 14 Voc. training
 (if no EMT) specified 1-3 4-6 7-9 10-12 13-college

I E-EMT
 II E-EMT - EMT
 III E-EMT/EMT

code: 13=College or University (Other professional training) 11.4 I 4
 14=Federal, State, or Private Vocational Job training II NS
 III NS

11.5 Second language learning for English dominant students is projected through grade:

11.5 I 4
 II NS

code: 00 if 0 not grades
 no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12

II EMT
 III N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

11.7 Min. per day of instruction through N-EMT
 11.8 Total Min. per day of any instruction
 11.9 Subjects taught in native lang.
 % of time per day of instruction through N-EMT

Pre K	1	2	3	4	5	6	7	8	9	10	11	12
Pre K	NS											
1	NS											
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

1.52 - 36 % varies

See attached xerox 10 a

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.10

11.11

11.12

11.5 Second language learning for English dominant students is projected through grade:

11.5 I₂ 4
II NS

code: 00 if 0 not grades
no EIT specified 1 2 3 4 5 6 7 8 9 10 11 12
II EIT
II N-EIT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EIT students who are N-E dominant is:

code: C=not specified m=math s = science ss = social studies

11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K			Pre K
1	NS		1 52 - 36 % varies
2	NS		2
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12

See
attached
xerox
10 a

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK			Pre K
1			1
2			2
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12

REVIEW OF SECOND YEAR OPERATION

The 1970-71 academic year represented the second year of operation of the Lubbock (Texas) Bilingual Elementary Education Program. The program involved revision of the kindergarten program begun in 1969-70 and extension vertically through first grade. Direct instruction was provided in five kindergarten and five first grade sections in five schools, three of which have both levels. All of the schools involved have high concentrations of Mexican American pupils. One location, Parkway, was utilized because of the relocation of a large number of the Guadalupe barrio residents after a tornado last spring.

The program was developed with four major components composed of instruction, staff development, materials development, and community involvement, and was devoted to the planning, development, operation, evaluation, and modification of a program which could be operated in self-contained classrooms with bilingual (English/Spanish) instructional capability.

This review is based largely upon findings and perceptions of the evaluator. His activities and data collection have been guided by staff, program manager, and auditor comments and reports. It is aimed at reviewing the evaluation design, which, though inclusive of a number of objectives, does not purport to measure or describe all the cognitive, nor certainly all the effective, impact of the program.

Plans have been made, largely at the suggestion of the auditor, to maintain some case studies of pupils in the program since its beginning. As information is collected about these pupils over their elementary school career it can be used for comparison with other pupils from the same attendance area.

This review, which must be included in the continuation report is prepared two months prior to the close of school. Therefore, some additional changes may be anticipated through the end of year testing which has not been completed.

Instruction

While certain instructional activities were scheduled, and conducted, in Spanish, it was also used incidentally for instructional assistance in other teaching and informal situations. The staff estimates, while almost impossible to verify, of their use of language is reported separately for teachers and aides for early and mid-year checks. These estimates were taken by the evaluator during staff meetings with each staff member being asked to calculate:

What percent of the time did you spend today in instruction in Spanish?

	Pre		Mid-Year	
Aides	M=45%	R=25-60%	M=52%	R=15-75%
Teachers	M=52%	R=25-75%	M=36%	R=0-85%

BILINGUAL ELEMENTARY EDUCATION PROGRAM

SUGGESTED DAILY SCHEDULE
1971-72FIRST GRADE

11.7

pg 10 b
-3rd year

8:00- 8:20 a.m.	OPPORTUNITY TIME: ACTIVITY CENTERS	
	Involve children in Activity Centers, engage in conversation, etc.	
8:20- 8:30 a.m.	OPENING EXERCISES	
	Pupil-Teacher Planning	
8:30-10:45 a.m.	LANGUAGE ARTS-English	
	<u>Teacher</u>	<u>Aide</u>
(One 15- minutes interim break)	Oral language development, two groups-30 minutes	Oral language development, two groups-30 minutes
	Reading, three groups-60 minutes	Perceptual-Motor-Language Development, three groups- 60 minutes
	Writing, 15-20 minutes	Writing assistance
	* Spelling readiness, 10-15 minutes	Spelling assistance
10:45-11:20 a.m.	MATHEMATICS	
	<u>Teacher</u>	<u>Aide</u>
	Introduce concepts, teacher/two groups, through discovery and manipulation of concrete objects	Reinforce concepts, aide/one group, with children who need added assistance
11:20 a.m. - 12:00 noon	PREPARE FOR LUNCH	
	Lunch	
12:00 noon- 12:15 p.m.	REST:MUSIC:STORYTIME	
12:15- 1:30 p.m.	LANGUAGE ARTS-Social Studies, Science	
	<u>Teacher</u>	<u>Aide</u>
	Oral language develop- ment-15 minutes (Facili- tate through use of social studies, science concepts)	Oral language development- assistance
	Reading, three groups- 45 minutes	Reading reinforcement, three groups
	* Spelling readiness- 15 minutes	Spelling readiness assistance

*Spelling readiness is begun when children reach primer reading level(English) and/or second semester (Spanish)

SUGGESTED DAILY SCHEDULE-FIRST GRADE-1971/72 (continued)

1:30- 2:30 p.m. PHYSICAL EDUCATION
Supervised and sequentially planned

2:00- 2:30 p.m. CREATIVE GROUP EXPERIENCES
Art
Music
Conversation time
Food preparation
Activity Centers

2:30 - 2:40 p.m. Perform housekeeping duties
Discuss day's activities
Pupil-Teacher planning for next class

2:40 p.m. DISMISS

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EIT-English dominant). English mother tongue students do not receive instruction in a second language

11.13 2

- 0-no English Mother tongue students
- 2- 2 way - EIT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English IIT students

	11.14 Min. per day of instruction through N-EIT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EIT
PreK	NS			Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 NS

- 0-not specified
- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
- 8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(mark all that apply; some projects may use a combination of methods)

12.0 1



	min. per day of instruction through N-ELLT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ELLT
PreK				Pre K
1	NS			1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 NS

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-ELLT pupils.

8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repetition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach

Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom		Eng dom	
	<u>students</u>		<u>students</u>	
	A in dom	B in	A in dom	B in
	lang	second	lang	second
		lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught

13.1 IB 2
IIB 2

P15C

---	---
X	X
---	---

13.2 ALM sequence followed:

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

13.2 IA 1
IB 1
IIA 1
IIB 1

P18C

X	X	X	X
---	---	---	---
---	---	---	---
---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA 2

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB <u>2</u>	
1-concurrently with dominant language listening-speaking skills					IIB <u>2</u>	P15C
2-after a specified level of competency achieved in listening-speaking skills in dominant language	X					
3-a specified period of time after listening-speaking skills in dominant language taught						
13.2 ALM sequence followed:					13.2 IA <u>1</u>	
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	IB <u>1</u>	P18C
2-Reading is taught concurrently with listening-speaking skills					IIA <u>1</u>	
3-Learning to read overlaps learning of listening-speaking skills					IIB <u>1</u>	
4-There is some overlap between learning to read and to write						
13.3 Listening-speaking proficiency determined by:					13.3 IA <u>2</u>	
1-measure of listening-speaking proficiency					IB <u>2</u>	
2-informal assessment by teacher	X	X	X	X	IIA <u>2</u>	
<i>Teacher-made check lists & tapes</i>					IIB <u>2</u>	
13.4 Second language reading skills are learned:					13.4 IB <u>1</u>	
1-concurrently with learning to read in dominant language	X				IIB <u>1</u>	P19-21C
2-after a specified level of dominant language reading competence achievement						
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)						
4-before learning to read in dominant language						

I		II	
Non Eng dom students		Eng dom students	
A	B	A	B
dom lang	second lang	dom lang	second lang

13.5 Reading is introduced:

A-individually, when child is ready or at a specific time during grade: K

- 1
- 2
- 3

---	---	---	---
X	X	X	X
---	---	---	---
---	---	---	---

13.5 IA 1
IB 1
IIA 1
IIB 1

P 19-22
C

13.6 Reading readiness is determined by:

- 1-test of reading readiness
- 2-informal teacher assessment

X	X	X	X
X	X	X	X

13.6 IA 1, 2
IB 1, 2
IIA 1, 2
IIB

13.7 Grade level reading is expected:

- 1-in first grade
- 2-in second grade
- 3-in third grade
- 4-in fourth grade
- 5-in fifth grade
- 6-in sixth grade
- 7-other (specify)

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---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---

13.7 IA NS
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

- 1-in the first grade
- 2-second grade
- 3-third grade
- 4-fourth grade
- 5-fifth grade
- 6-sixth grade
- 7-other (specify)

---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---

13.8 IB NS
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

- 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.
- 2-Second language learning is both a separate subject and also a medium of instruction for other subjects.
- 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

I = N-E II = E
dom dom
students students

X	X
---	---

14.0 I 2, 4
II 2, 4

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13.6 Reading readiness is determined by:

- 1-test of reading readiness
- 2-informal teacher assessment

<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>

13.6 IA 1, 2
 IB 1, 2
 IIA 1, 2
 IIB _____

13.7 Grade level reading is expected:

- 1-in first grade
- 2-in second grade
- 3-in third grade
- 4-in fourth grade
- 5-in fifth grade
- 6-in sixth grade
- 7-other (specify)

---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---

13.7 IA NS
 IB _____
 IIA 1
 IIB 6

13.3 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

- 1-in the first grade
- 2-second grade
- 3-third grade
- 4-fourth grade
- 5-fifth grade
- 6-sixth grade
- 7-other (specify)

13.8 IB NS
 IIB _____

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
 (mark all that apply)

I = N-E II = E
 dom dom
 students students

14.0 I 2, 4
 II 2, 4

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

X

X

Pg 29C

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

4-Academic content taught in the native language is used as the referential content of second language learning. (the same concept taught in the native language is taught in the second language).

X

X

5-Different academic content is taught in the second language from that which is taught in the native language.

0-not specified

6-other (specify)

aiming toward child's eventual control of the standard form.

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

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16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

①-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.) 16.1 IA IB IIA IIB

②-Basal readers

3-Dialect readers

④-Experience charts (stories
dictated by children)

Roberts English Series C'70 p56
See Xerox 14a

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1 16.2 IA NS IIA NS
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
④-songs	—	—
⑤-programmed instruction, lang. master	—	—
6-stories read to children	—	—
AUDIO VISUAL AIDS	—	—
7-films, filmstrips	—	—
⑧-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
⑩-records, tapes	—	—
⑪-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
⑬-role playing	—	—
⑭-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
⑯-field trips	—	—
21-suggested TV programs	—	—
22-other (specify)	—	—
23-games, dramatic play	—	—

Question 16.1
MATERIALS

14a

Supplementary Pages

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J. MATERIALS TO BE USED

STATE ADOPTED TEXTBOOKS--continued

<u>Arithmetic:</u>			
Grades 1-3:	EXPLORING ELEMENTARY MATHEMATICS	Holt, Rinehart, Winston	1976
<u>Music:</u>			
Grades 1-3:	THIS IS MUSIC	Allyn	1971
<u>Science:</u>			
Grades 1-6:	SCIENCE THROUGH DISCOVERY	Singer	1972
<u>Spelling:</u>			
Grade 1:	*FROM SOUNDS TO WORDS	Silver	1974
	MY WORD BOOK--1	Lyons	"
	READING ROAD TO SPELLING 1	Harper	"
	POWER TO SPELL--FIRST STEPS	Houghton	"
	BASIC GOALS IN SPELLING, 3rd. Ed., Workbook Grade 1	Webster	"
<u>Language and Grammar:</u>			
Grades 1-2:	ROBERTS ENGLISH SERIES: 1,2	Harcourt	1973
	OUR LANGUAGE TODAY 1,2	American	"
	GINN ELEMENTARY ENGLISH, Gr. 1,2	Ginn	"
	*NEW DIRECTIONS IN ENGLISH 1,2	Harper	"

*Selected by Lubbock Public Schools

V. Utilization of Research and Existing Materials (continued)

(6) six "content" tests to be given by the teacher at appropriate points in the program, and (7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns in activities closely related to the ethnic or regional background of the pupils.

- Included in the teacher's manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

The Southwestern Cooperative Educational Laboratory program is basically an English as a Second Language approach. It does not provide instruction in the native language of the child; however, it gives special instructional consideration to unique cultural aspects that the child brings to the classroom. It does not propose to replace the native language of the child as an appropriate medium of communication in the child's own home environment; in this sense, the child, in developing an ability to communicate in standard English, becomes a bilingual person.

The use of Spanish language materials is an integral part of this project. Selection and/or development of materials depends upon research based information about such materials. A number of programs concerned with bilingual materials are under study.

Relevant Programs and Materials:

Inquiry has been made of the following programs, the focus of which is either bilingual or English as a Second Language instruction for children. The study of their materials and philosophy must be made before they are selected for use.

1. Southwest Educational Development Laboratory, Austin. The development of lessons for teaching in Spanish, under the direction of Dr. Elizabeth Ott, are of interest and may be incorporated. These materials are being field tested in the San Antonio Bilingual Demonstration and Dissemination Center and at the Good Samaritan Center. The materials are not ready for distribution but work copies are available for our study.
2. Migrant Program, McAllen. This program is also being developed with involvement of the Southwest Educational Development Laboratory. Materials are not yet ready for issue.

V. Utilization of Research and Existing Materials (continued)

3. Southwestern Cooperative Educational Laboratory, Albuquerque. Their Oral Language Program consists of a year long set of well developed structural linguistic lessons in English. Based on a United States Office of Education project done at the University of California at Los Angeles by Robert Wilson, the lessons have had extensive field testing and development. One of the university consultants, Dr. Len Ainsworth, has worked with the development of materials and teacher training for these materials. Consideration is given to using them in two classrooms as one researchable effort.
4. Bilingual Program, Regional Service Center I, Edinburg, Texas. This effort appears to be largely an English as a Second Language program. Procedures and activities for teachers are useful.
5. United Consolidated School District, Laredo, Texas. Further study of this project, through visitation is indicated. Use of some of the materials purchased in Mexico may be tried.
6. Inter-American Institute, San Antonio. The activity of this program is now focused upon ESOL. No materials are available which would benefit this program.
7. EPDA Institute in ESOL, University of Texas at El Paso, El Paso, Texas. Dr. Adkins reports that "most of the so-called Bilingual preschool programs are predominantly ESOL programs" and has no curriculum material sources at this time.
8. St. Pauls Episcopal School Bilingual Program, Brownsville, Texas. A program description and a catalog for obtaining book materials from Mexico was provided.
9. Spanish Program, Dade County Public Schools, Miami, Florida. This program begins with third grade youngsters. Objectives are well stated and will be helpful. Commercial publishers have developed beginning reading materials on linguistic base from this program, which may have application in later years.
10. Alamo Elementary School (Region IV Education Service Center), Galveston, Texas. This Oral Language project is based upon the Gloria and David film series. Research data will soon be available.
11. Foreign Language Innovative Curriculum Studies, Ann Arbor, Michigan. A curriculum guide has been provided by this Title III Center for "teaching Spanish to speakers of other languages and to teach Spanish standard to speakers of non-standard Spanish." Some procedures and content will be useful.

V. Utilization of Research and Existing Materials (continued)

12. Spanish and English as Second Languages in the Elementary School, Texas Technological College, Lubbock, Texas. This teacher development program deals with procedure and techniques. Coupled with materials from the Mexican-American Teacher Education project essential background is made available to teachers.
13. Bilingual Education for Mexican-American Children, Marysville, California. A description and case study report has been received. No materials for export have been developed and that program is ungraded with children from 6-10 years of age.
14. Razon de Ser of the Bilingual School: Southeast Educational Laboratory, Atlanta. This handbook will provide rationale and background for study by project staff.
15. Project Teacher Excellence, Our Lady of the Lake, San Antonio, Texas. The Program of this award winning project is being studied for future teacher development.
16. Other projects slated for visits or study with particular regard to the preschool aspects are: Del Rio, Corpus Christi, and Creedmoor, Texas. These programs seem to have received stimulation from Dr. Joseph Michael through his Bilingual Institute at the University of Texas. It is planned that he will serve as a consultant to this program.

Material Development

It is essential that ~~certific~~ curricular and teaching materials and guides be developed for this project because materials aimed at developing the objectives stated earlier in this study have not been located, or are in a tentative stage, or require extensive modification. This is particularly true for the materials to be utilized in the Spanish portion of the instruction.

In a number of instances it has been determined to use concrete materials, and audiovisual-tactile media with structured language development in Spanish. In this case appropriate printed materials for the teacher do not seem to exist. Planning and preparation of teacher guides becomes a priority item. It is anticipated that materials can be developed as a model which will have relevance outside the presently envisioned program. Use of consultants such as Dr. Elizabeth Ott of the Southwest Educational Development Laboratory will assist this development. Dr. Faye Bumpass of the Classical and Romance Language faculty at Texas Technological College will review the materials for their linguistic accuracy and Dr. Len Ainsworth of the Elementary Education faculty will review them for applicability to the preschool setting.

16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)

16.4 1, 2, 3, 6, 9

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EMT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:

16.5 1

- 0-not specified
- 1-xerox attached-page and document xerox 14 a - d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 5

- 0-not specified
- Pupils of both linguistic groups are:
- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)
- n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply)

17.2 2, 3

- 0-not specified
 - 1-total class
 - 2-small groups (specify size) VNS
 - 3-individual instruction ✓
- B Less than $\frac{1}{2}$ the time P9C'71

17.3 Criteria for grouping:

	I Non Eng dom	<u>Students</u> II Eng dom EMT	III Eng dom NEMT
0-not specified			
1-by age			
2-by native language	<u>X</u>	<u>X</u>	<u>X</u>



- (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
 0-not specified
 1-xerox attached-page and document xerox 14a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5
 0-not specified
Pupils of both linguistic groups are:
 1-always mixed for all learning
 2-mixed for language learning
 3-mixed for some academic subject learning
 4-mixed for non-academic learning; art, music, gym, health
 5-separated for native and second language learning into dominant language groups
 6-separated for most academic subject learning into dominant language groups
 7-never mixed for language or other academic learning
 8-other (specify)
 n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 2,3
 A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time
 0-not specified
 1-total class
 2-small groups (specify size) NS
 3-individual instruction NS

P9C171

17.3 Criteria for grouping:

	I Non Eng dom	Students II Eng dom EMT	II ₁ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	<u>X</u>	<u>X</u>	<u>X</u>
3-by dominant language	<u>---</u>	<u>---</u>	<u>---</u>
4-by language proficiency (ex. level of reading skill)	<u>---</u>	<u>---</u>	<u>---</u>
n.a. not applicable (no E.dom/NEMT)	<u>---</u>	<u>---</u>	<u>---</u>

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
 no-not mentioned
 0-type is not specified
 1-inter-ethnic (N-EMT student tutors EMT students)
 2-intra-ethnic (N-EMT student tutors N-EMT)
 3-done by older children (cross age)
 4-done by peers (same age)
 5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 D-NS
 0-area not specified
 1-inter-ethnic (N-EMT aide tutors EMT student)
 2-in the acquisition of native language skills
 3-in the acquisition of second language skills
 4-in other academic subjects

18.3 Parent tutoring: (mark all that apply)

18.3 6

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1, 2, 8

1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:

- 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
 - 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
 - 3-flexible or modular scheduling
 - 4-small group instruction
 - 5-individualized learning
 - 6-open classroom
 - 7-guided discovery and inquiry
 - 8-a curriculum which is both child and subject-centered
 - 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned 20.1 1, 2, 8
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
- 6-direct experience of math through discovery rather than instruction
- 7-other (specify or xerox) p. no. and document:
- 8- multi-media resources to teach science and social studies.

p. 30
c. 70
see Xerox
Copy 16a

20.2 Cognitive development in later grades (grade 4 and above)

- 0-method not mentioned
- 1-specify or xerox p. no. and document
- n.a.-no grade 4 or later grades

20.2 n.a.

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL First Grade

D. NO. OF PARTICIPANTS 123

E. PROGRAM OBJECTIVES:

P R O C E S S

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
<p>1.1 The teacher and the aide will use concrete objects to teach enumeration, sets, and addition and subtraction. The concepts will be taught first in the native language and then expressed in the second language.</p> <p>1.2 The teacher and aide will use multi-media resources to teach units in science and social studies, first in the native language, and later reinforced in English.</p>	<p>Each six weeks</p> <p>Each six weeks</p>	<p>Curriculum Specialist</p> <p>Curriculum Specialist</p>	<p>The teacher will report to the curriculum specialist adaptations of basal number materials which are necessary to accomplish the process objective each six weeks.</p> <p>The teacher will report to the curriculum specialist adaptations necessary to teach effectively the basic first grade units in both languages each six weeks.</p>

21.0 SELF-ESTEEM21.0 5,26

Stated methods of project component expected to increase self-esteem:

no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

3-language-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-pupils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older pupils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

- 4-teacher accepts, acknowledges ideas and feelings
- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
- 9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2

- 1-bilingual alone
- 2-bilingual and bicultural
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated
- 7-other (specify)

23.2 Cross-cultural awareness:

23.2 0

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox) found in document _____, page # _____
 0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)

23.3 0

0-none mentioned

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply)

23.4 NS

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT

8-Other (specify)

23.5 American culture is defined:

23.5 NS

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

24.1 NO

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 NS
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 NS
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

- 24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)
- 0-method not specified
 - no-no provision for informing community
 - 1 bilingual newsletter
 - 2 monolingual newsletter
 - 3 news sent to mass media.
 - 4-if articles included with project, check 4
 - 5-bilingual fliers sent home
 - 6-formal meetings
 - 7-informal meetings open to entire community
 - 8-meetings conducted in both languages
 - 9-home visits
 - 10-other (specify) - *community liaison worker*
 - 11-project director personally involved in program dissemination. specify how

24.3 6, 9, 10

see Xerox Copy 19a

- 24.4 Community involvement in the formulation of school policies and programs is sought through:

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees
- 4-community advisory groups - *2 reps. from each school neighborhood will serve as an advisory committee*
- 5-formal meetins open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how: *Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community.*
- 9- *Teachers will suggest activities in which parents can engage.*

24.4 4, 8, 9

- 24.5 The school keeps informed about community interests, events and problems through:

- no-no mention of school seeking to be informed about community
- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.5 NO

- 24.6 The school is open to the community through:
- 0-not mentioned

24.6 2

- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify) - **community liaison worker**
- 11-project director personally involved in program dissemination. specify how

See Xerox Copy
19a

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 4, 8, 9

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees
- 4-community advisory groups - **2 reps. from each school neighborhood will serve as an advisory committee**
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how: **Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community.**
- 9- **Teachers will suggest activities in which parents can engage.**

24.5 The school keeps informed about community interests, events and problems through:

24.5 NO

- no-no mention of school seeking to be informed about community
- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.6 The school is open to the community through:

24.6 2

- 0-not mentioned
- no-school is not open to community for community use
- 1-opening school facilities to the community at large for use after school hours and on weekends
- 2-providing adult education courses
- 3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1, 4, 5, 6, 8

- 1-newspaper articles
- 2-radio programs
- 3-TV programs
- 4-video-tapes
- 5-films
- 6-visitors to observe the program
- 7- **Brochures and letters**

COMMUNITY LIAISON WORKER

Responsibility

The community liaison worker will serve as liaison between the home and school. She will help to develop a parental involvement program including such duties as organizing informal classes for parents, inviting parents to attend open house, dinners, classroom orientation, and similar types of meetings.

The community liaison worker will visit the homes of children who have been absent or who have experienced special problems. She will also visit the parents of the children in the bilingual program to encourage them to become interested in the education of their children and to actively participate in parent activities as well as to encourage adult basic education.

Qualifications

The community liaison worker must be bilingual and preference will be given to the native speaker of Spanish. A minimum of high school graduation will be required. Priority will be given to the applicant who has completed college courses in sociology and who has had experience as a social worker. Knowledge of early childhood education is desirable. The liaison worker should be a warm, friendly, sympathetic person who is capable of developing rapport with parents and interested adults.

Educational Background and Experience--Magdalena Trejo

Mrs. Magdalena Trejo was graduated from Lubbock High School. She is a Mexican American and she is fluent in Spanish and in English. She has no college work but she plans to attend college sometime in the future. She has taught Confraternity of Christian Doctrine in her church.

Mrs. Trejo lives in the target area served by the bilingual program. She served as a teacher aide in the bilingual project in Lubbock until her promotion to the position of community liaison worker.

25.2 Project's impact: 6 *Inquiries regarding program, materials 25.2* 5, 6
 1-Project mentions that other classes in the school, but *and format*
 not in the program have picked up methods or material from
 the bilingual program

2-Project mentions other schools in the local educational system
 have started bilingual programs

3-Project mentions that a University has instituted teacher
 training courses in bilingual education to meet staff devel-
 opment needs

5- *Each of the candidates in a recent school board election responded
 positively to a question regarding need for more
 bilingual adults to interact with children.*

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of
 the same language, culture and grade levels as the children in
 the bilingual program:

26.1 0

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:

26.2 0

- 0-not mentioned
no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

26.3 Evaluator has met with teachers:

26.3 0

- 0-not mentioned
no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified
 1-A comparison group has been chosen
 2-A comparison group will be chosen

27.1 0

27.2 0-not specified (mark all that apply)
 1-Pre-tests have been given to project group or sample
 2- " " will be " "
 3-Post-tests have been given to project group or sample
 4- " " will be " "
 5-Pre-tests have been given to comparison group
 6- " " will be " "
 7-Post-tests have been given to comparison group
 8- " " will be " "

27.2 1, 2